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ABSTRACT

The first year of the writing program at the William M. Trotter Elementary School (Boston, Massachusetts) accomplished (1) the development of an outline of basic writing activities and skills for grades one through five; (2) the use of holistic rating; (3) the development of a common correction symbol; (4) the development of writing folders containing student writing samples; (5) the establishment of a central file of ideas and materials; (6) in-class demonstrations of activities to develop writing skills; and (7) meetings with or communications to parents about the writing program. Teachers' evaluations indicated that the children enjoyed writing more, that the frequency of writing practice increased, and that the students' writing appeared more organized. On the basis of one holistic rating session of one set of grade five writing samples, it was determined that the writing program had increased the writing ability of the poorest writers in that grade. (Attachments include directions for eliciting writing samples, criteria for judging writing samples, outline of the curriculum guide, the correction symbol system, and samples of student writing.) (HOD)

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EVALUATION OF THE WRITING PROGRAM

at the

WILLIAM M. TROTTER SCHOOL
BOSTON, MASSACHUSETTS
September, 1978-January, 1980

80-98-0386

Submitted to:

William M. Trotter School Principal and Faculty
Curry College Education Faculty
William M. Trotter School Racial Ethnic Parent Council
Department of Grants Administration
Boston Public Schools

Prepared by:

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April, 1980

CS206003

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Sandra Stotsky, Ed.D.
Curry College

Introduction

During the academic year of 1977-1978, parents, teachers, and administrators of the William M. Trotter School initiated discussions with members of the Education Faculty at Curry College to establish a pairing. The representatives of the Trotter School suggested that the development of a writing program for the entire school was their first priority. Dr. Sandra Stotsky, a member of the faculty of Curry College, was asked to serve as the College Coordinator for the pairing and to help the school develop a more organized and effective writing program.

First Year Objectives

The following objectives were stated in the Chapter 636 proposal for 1978-1979:

1. Development of an outline of basic writing activities and skills for each grade level, 1-5.
2. Understanding and use of holistic rating of writing samples.
3. Development of a common correction symbol system.
4. Setting up of writing folders for each student containing samples of different kinds of writing.
5. Establishment of a central file of ideas and materials.
6. In-class demonstrations of activities to develop writing skills by the College Coordinator and her student teachers.
7. Meetings with or communications to parents about the writing program.

Evaluation of First Year Objectives by Teachers

On March 26, 1979, all teachers evaluated the results of the first year of the program by means of a questionnaire. Table 1 summarizes results from one part of this questionnaire. Most teachers felt that first year efforts to achieve most of these objectives were satisfactory.

When asked to comment upon the effect of the first year of the writing program upon the children's motivation to write, ten teachers stated that, in their judgment, the children enjoyed writing more, were more motivated and concerned for quality, and displayed more interest in writing. Ten teachers also indicated that the frequency of writing practice increased in their classrooms as a result of the program, in some cases to a daily basis. When asked to judge the effect of all the activities flowing from the first year of the program upon students' writing skills, twelve teachers responded that their

Table 1

Evaluation of First Year of Writing Program by Trotter School Teachers *

First Year Objectives	Satisfactory	Unsatisfactory	Unable to Judge
1. Development of a chart of basic written language activities or skills for each grade level.	16	-	2
2. Understanding and use of holistic rating of writing samples.	14	2	2
3. Development of a common correction symbol system.	15	-	2
4. Setting up of writing folders for each student containing samples of different kinds of writing.	17	1	-
5. Establishment of a central file of ideas and materials.	6	2	11
6. In-class demonstrations of activities to develop writing skills by the Curry College Coordinator and student teachers	11	-	5
7. Meetings with or communications to parents about the writing program.	3	-	13

Proposed Second Year Objectives	Agree	Disagree
1. Use of the chart to see if it is workable, comprehensive, and flexible.	17	1
2. Identification and collection of available materials for teaching or reviewing skills listed on chart.	16	2
** 3. Development of a sequence for teaching handwriting skills with kindergarten teachers.	15	1
4. Further experience in doing holistic rating of writing.	12	6

Table 1 (continued)

	Agree	Disagree
5. Working out ways to teach students how to use this technique.	12	5
6. Review of correction symbol list to make necessary revisions, deletions, or additions for more able writers.	15	3
7. Improvement of the organization and use of writing folders.	16	2
8. Further building up of central files of ideas and materials by pods, with a list of materials available for each teacher.	12	2
9. Use of a multi-ethnic and multi-racial theme to be encouraged on a monthly basis to promote both written and oral expression	11	6
10. Collection of activities for developing listening and speaking skills for central files.	18	-
11. Demonstration of methods and materials by College Coordinator and student teachers to develop writing skills in the content areas, specifically learning how to take notes, use reference materials, outline, and develop paragraphs.	15	3
12. Demonstration of methods to develop speaking and listening skills through writing activities.	16	2
13. Continuation of Curry College's collaboration with the Trotter School and its efforts to keep parents informed of the progress of the writing program.	13	5

* The ratings were done by 18 teachers at the Trotter School, 7 teachers in the primary grades (1 to 3) and 11 teachers in the elementary grades (3 to 5). The number in each cell indicates the total number of teachers giving that rating.

** In a separate evaluation of this item, two of the three kindergarten teachers checked Agree.

students' writing definitely appeared better, more organized, less careless, more fluent, and more grammatically and mechanically correct. A number of teachers felt that the use of correction symbols and dictation exercises had fostered much more self-correction and saw improved self-correction as one of the most important achievements of the program.

Objectives agreed upon for the second year of the program, 1979-1980, are also indicated in Table 1.

Holistic Evaluation of Writing

During the Fall of 1980, Dr. Ronald Nuttall, Chapter 636 evaluator, and Dr. Stotsky designed a way of evaluating the effects of the writing program by using a holistic scoring method. A control group was obtained by pulling from the files a set of compositions written by fifth grade students in the Spring of 1978, before the program began. The experimental group was a set of compositions on the same topic, produced by students currently attending the fifth grade. The teachers gave identical directions to each group (see Attachment A).

1. The assumption was made that the student population of the Trotter School had not changed in the two years and the Grade 5 children in 1978 were similar to Grade 5 children in 1980. Writing samples collected by Dr. Stotsky from Grade 5 children in June, 1978, were considered the control group papers. The writing program had not yet begun and these papers reflected the writing ability of Grade 5 students at the Trotter School at the end of whatever constituted their writing experiences at the school. Writing samples written by current Grade 5 students in response to the same topic were collected in January, 1980. These papers were considered to be the experimental group papers.

2. One holistic rating session was planned; both control and experimental group papers would be randomly mixed together with no identifying data. Under the null hypothesis of no difference between the experimental and control conditions, it should be expected that the holistic scores for the compositions should be distributed similarly.

3. It was hypothesized that the experimental group of Grade 5 students, who had for the most part been at the Trotter School during Grade 4 (the first year of the writing program) would, after only 5 months work in Grade 5, write papers as good as those written by the control group students after 10 months of Grade 5 work in 1977-1978.

The following procedures were used for the evaluation:

1. Forty-eight Grade 5 papers were available from June, 1978. All identifying data were removed, and all papers were numbered and coded.

2. Forty-eight Grade 5 papers were randomly drawn from the 1980 samples. All identifying data were removed, and all papers were numbered and coded, and then placed together randomly with the control group papers.

3. Dr. Stotsky read through all 96 papers and selected 12 papers for the training session. These papers were selected to represent the total range of writing on this topic. She independently rated these papers on a 1 to 4 scale. (Ideally, she should have had an assistant do a second independent rating to check against her own ratings. Unfortunately, this was not possible at this time.)

4. Photocopied copies of these 12 papers were prepared for the 24 members of the Trotter School staff who were to participate in the training session.

5. At the training session on January 14, 1980, the Trotter School staff spent about one hour rating and discussing their criteria for rating these 12 papers.

6. Dr. Stotsky later prepared a guide sheet for rating these Grade 5 samples, based on the criteria stated by the teachers during their training session. These criteria are presented in Attachment B. She also prepared rating sheets for the teachers to use and grouped all the papers in batches of 10.

7. On January 25, 1980, 9 upper elementary grade teachers participated in a 30-minute rating session. All teachers rated approximately 30 papers, and each paper was rated by 3 different teachers so that any discrepancies (more than a 1-point difference) between the first two raters could be resolved by the third rater's score. Only 5 discrepancies appeared in 96 pairs of ratings.

8. Papers were later decoded to distinguish the control group from the experimental group.

Results of the Holistic Evaluation of Writing

Table 2 shows the scores of the two groups of papers. The papers were rated on a 1 to 4 scale by two separate raters. These two raters' scores were added together to give a total score range from 2 to 8. The best papers wil have been scored 7 or 8, the worst, 2 or 3. These results are presented in Table 2.

Table 2

Distribution of Ratings from the Holistic Evaluation of Grade 5 Writing Samples from Students at the Trotter School in June, 1978 and January, 1980

SAMPLE	SCORE						
	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT
EXPERIMENTAL (January,1980)	4	1	16	11	9	5	2
CONTROL (June,1978)	6	12	9	5	11	3	2

To examine these data statistically, the Kolmogorov-Smirnov Two-Sample Test was used. This test indicates whether two independent samples have been drawn from the same population, or from populations with the same distribution. The test is concerned with the comparison of two cumulative distributions. Since there were 48 papers in each sample, we can consider each paper to constitute about 2% (2.083% to be more exact) of the total. Table 3 presents the data in Table 2 in the form of cumulative distributions.

Table 3
Data from Table 2 Presented as Cumulative Distributions

SAMPLE	SCORE						
	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT
EXPERIMENTAL	8%	10%	44%	67%	85%	95%	100%
CONTROL	13%	37%	56%	67%	90%	95%	100%
DIFFERENCE(E-C)	-5%	-27%	-12%	0%	-5%	0%	0%

It can be seen that the largest difference in the cumulative distribution occurs at a rating of "3", with the difference some 27%. The Kolmogorov-Smirnov Two-Sample Test uses this largest difference between the two cumulative distributions to produce a Chi-square statistic. The formula for the one-tailed test is:

$$\text{CHI-SQUARE} = (4)(D)(D)(n1 * n2)/(n1 + n2)$$

In this formula D is the largest difference between the cumulative distributions, expressed as a proportion; n1 is the number in the first group, n2 is the number in the second group.

In this case the value is:

$$\text{CHI-SQUARE} = 4*(.27)(.27)(48*48)/(48+48)$$

$$\text{CHI-SQUARE} = 7 \quad \text{with 2 degrees of freedom.}$$

This is highly significant, beyond the .05 level of probability. The conclusion is that the EXPERIMENTAL group of papers, written in January of 1980 by Grade 5 students, were better than the CONTROL group of papers, written in June, 1978 by Grade 5 students. A careful examination of the data indicates where the difference is. In 1978, some 18 or 37.5% of the papers were scored as "2" or "3", the two lowest possible scores. In January of 1980, only 5 or 10% of the papers were scored this low. Thus, results of this holistic rating session indicate that the bottom of the distribution has been raised.

Conclusion

On the basis of this one holistic rating session of one set of Grade 5 writing samples, it is possible to suggest that the writing program has increased the writing ability of the poorest writers in Grade 5. However, this conclusion must be tentative; we would need to rate in the same manner at least several sample papers from each child before we could be more certain that the writing of the poorest writers in 1979-1980 is indeed better than the writing of the poorest writers in 1977-1978.

It is also possible to suggest that the benefits of the writing program extended to the other students as well. The other students wrote papers at the end of only 5 months of the current Grade 5 program as good as those written by Grade 5 students in 1978 at the end of the school year. This indicates that the gains of the poorest writers in 1979-1980 have not been achieved at the expense of the other students. In other words, while the writing program has significantly helped the poorest writers, it has helped the others to write better too.

If the results from this one rating session are generalizable, what could account for the improvement in student writing in 1979-1980? Clearly, the Trotter School faculty deserves the credit. Teachers in their assessment of the writing program at the end of its first year indicated that much more writing was taking place; they were more aware of the need for more frequent writing and were more willing to assign more writing. Teachers were also using techniques (such as the correction symbols) to encourage greater student responsibility for correcting surface errors. Students may now feel that writing is a more meaningful and valued part of the curriculum. Certainly, an increase in practice alone may well be the key factor in the initial improvement of writing skills in the poorest readers and writers especially.

Recommendations

Much more can and needs to be done in developing opportunities within each classroom for more writing, more revising, more peer editing, and more sharing of writing. Large blocks of time for whole class writing periods need to be scheduled on a regular basis -- two to three hours a week at the minimum -- not only as a supplement to some of the work in reading but also in place of some of the reading skilll work. The teaching of writing by its very nature includes the teaching of reading skills, and a greater allocation of time to the teaching of writing will improve reading as well as writing skills. Further, inservice workshops in writing conducted by resources within the school should be planned; teachers who have developed effective or interesting ways to stimulate, organize, and assess writing experiences in their own classrooms should have the opportunity to help their colleagues. Teachers also need time within the school day to share ideas with each other and to examine, compare, and assess student writing regularly with a variety of techniques. As teachers feel encouraged to develop writing-centered classrooms where students write, discuss, revise, and share their writing frequently, then listening, speaking, and reading will naturally be integrated -- with a visible product that can be enjoyed by the children, their teachers, and their parents.

Attachment A: Directions for eliciting the writing samples.

Attachment B: Criteria for judging the writing samples.

Attachment C: Samples of Grade 5 writing from the rating session, with a score representing the unanimous judgment of the 3 raters who rated them.

Attachment D: Outline of the curriculum guide developed by the Trotter School faculty.

Attachment E: Correction Symbol System devised by the Trotter School faculty.

Attachment A

To: All Grade 5 teachers

From: Sandra Stotsky

Date: December 17, 1979

About: Samples of writing for the holistic rating session

Please have all your Grade 5 students write on the following topic as soon as possible.

If Only I Could ...

As an introduction, please tell the students that Ms. Jackson wants to see how well all the children in the school are writing. Assure them that their papers will not be graded and that you want them to show Ms. Jackson their best writing.

Have them use white-lined paper. Tell them that they should not place their name or any identifying data on these papers. Have them use "If Only I Could" as the title and the first 4 words of the story on their paper. Allow about 20 minutes for writing. Please give the papers to Michaela Spillane. Thank you for your cooperation.

Guide Sheet for Holistic Evaluation of Grade 5 Writing Samples
William M. Trotter School
January 25, 1980

A. Paper rated "4" on imaginative writing should:

1. show excellent development of idea, or topic.
2. show very good sense of closure or climax.
3. show little redundancy, very good use of details.
4. show use of metaphor, descriptive, or colorful vocabulary.
5. show few surface error problems (spelling, usage, capitalization, punctuation).
6. show excellent sentence sense.

B. Paper rated "3" on imaginitive writing should show:

1. good development of opening idea or topic.
2. good sense of closure or climax.
3. some redundancies, but good use of details.
4. good use of descriptive or colorful vocabulary.
5. some surface error problems.
6. very good sentence sense.

C. Paper rated "2" on imaginative writing should have:

1. adequate development of opening idea or topic.
2. some sense of closure or climax.
3. some details but not have many.
4. many surface error problems.
5. some descriptive vocabulary.
6. problems in sentence sense.

D. Paper rated "1" on imaginaginative writing should show:

1. poor development of idea or topic.
2. poor or no sense of closure or climax.
3. much redundancy or few, if any details.
4. many surface error problems, illegibility, and
5. poor sentence sense.

4

THIS PAPER RECEIVED A RATING OF 4 FROM 3 RATERS.

If Only I Could

By [redacted]

4-6

If only I could be a cat, I would sleep all day and prowl around at night. I wouldn't have to bother about school, or careers, or money. I could stay out all night, and make friends with other neighborhood cats. I wouldn't have to eat or sleep at a particular time. I could sometimes be a lonely cat, purring on my masters lap, and sometimes be an alley cat, dependant on only me, killing mice and fighting other cats. I would go on many adventures with other cats, or just by myself. I would sometimes be a sneaky cat, slipping in my masters car when he (or she) wasn't looking, and then, when they got to their dinner party, (or place, etc) I would run out and mess it up. Or, sometimes, I would just sit and think about =>

OVER

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how much I would like to be -
a human, just like, ME.

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4

This paper received a rating of 4 from 3 raters.

C-8

If Only I Could...

If only I could be someone famous. If I was famous I would be very happy. I would dedicate certain products in my name. I would be very satisfied with the pay. I'd love being in movies or on television. If I wrote books I could be remembered or quoted from them when I die. If I was famous I would help other people less fortunate than I. I'd help sick children and adults by signing autographs or volunteering my services to them. If a war broke out, which I hope won't, I would give up what I was doing and go to war. Anytime anyone asked me to sign an autograph I would sign it. When I die I hope that I would be remembered as someone great. I would lecture at colleges about my work or about peace and brotherhood. If I could be famous I would always be considerate of others. I would hope that other people would

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follow my example. If a charity came to me for a sponsor I would say yes. Most of all I would always, always help others in need.

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3

This paper received a rating of 3
from 3 raters.

E-7

[redacted]

If only I could drive a car I would go over some of my friends house. Take them places and go places and do stuff like go to Passyon Park and other places. I'll go to the movies and just drive around. But that would sum ints a lot of money. The gas money, the repairs. I don have that kind of money. I would have to get a job. But where could I get a job my age? Well I guess having a car is to much responsibility. Maybe I could get a job playing the guitar and I know I will get a lot of money doing that But then again I would and probley not want a car

The End

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3

This paper received a rating of 3 from 3 raters.

B-10

If Only I could...

If only I could travel all over the world, to see what diffent countries look like, and meet other people, and see how they earn their living.

If only I could win a trip to Washington D.C., and meet the presedent for the first time.

If only I could do what I want to do, I think that my life would be alot easier. But in the world today only adults can do what they want to do, and I think that's not fare to the children at all. I think that the children should do some things that they want to do!

I know that there are alot of children that want a free life just like the Adults have.

"And it's not fair!"

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This paper received a rating of 3 from 3 raters.

3

H-4

If only I could.... fly in the air with the greatest of ease. With only wings and clothes. I would fly in New York or even England. But when I do I will be up as high as the sun. From day to night sun to moon I will be friends with the birds and will not come down unless I have to.

Many kids will think im weird but I bet they would want to do it too.

I would sing and chirp with the birds and see just the way the act. I'll try not to scare them, but I will try to feed them. They may not like me but I will like them.

I will go to the moon with my wings and I will be famous. Although I will do the same thing the astronots did, but will be the first

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child on the moon, with my own wings.

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2 This paper received a rating of 2 from 3 raters.

I-9

[redacted]

dff d Only [redacted]

dff d Only Could beat Dr. J. in a game of basketball. d Could play NBA all the teams will want me. d will be a star in my own time. Basketball trans will want me to plays for them. d will a super star in my ~~own million~~ time d will make ~~six~~ million a ~~year~~. My team will win the championship Your star

[redacted] ps

dff d Could plays for 10 years then d will me the 60 million dollar man.

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2

This paper received a rating of 2 from 3 raters.

C-10 If only I could.

If only I could go to dancing school, ballet, tapping, acrobats, as soon as I want to. Because I don't have that much fun now and I think I'll have a lot of fun if I go my sister said she would probaly go. And only I could be a actor or television star when I grow most a lot of people I think. And most of all I want to be a pretty person when I turn eleven and a half or eleven or twelve years of age. And I don't wanna be one of those bad people when I grow up and plus I only could move out when I'm around twenty really that would probably be marri I hope. By [redacted]

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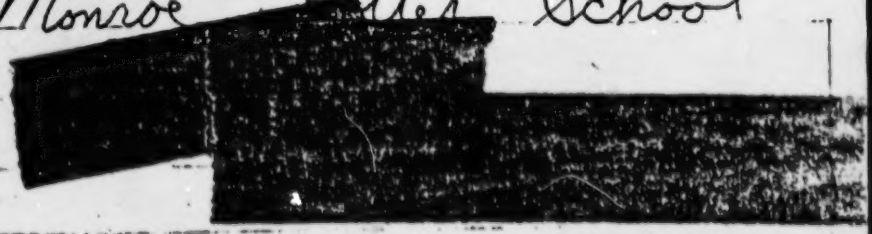
2

This paper received a rating of 2 from 3 raters.

William Monroe Trotter School



D-214

K-7

If only I could be a basketball player, I would try my best to be in all the games my team plays, I would learn how to dunk it, hook it, and do perfect lay ups.

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1

This paper received a rating of 1 from 3 raters.

William Monroe

[redacted]

G-3

If only I could I would be a teacher and a clown I would be take a trip to south Carolina and stay there for my life time and I would be a principal and he would be a nurse.

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This paper received a rating of 1 from 3 raters.

D-3

[redacted]

if only I could have a mini bike like me and my brother i begging to frakking park. Me and my frother be going to Dedman cause then after that we go to almart park and go fump on the dert Motain. then we go home then we put are mi g in the feamont then we get are basketball play game of basketball for a little Bit it then we go and get are fike pole up are brend and then we go like ridean

BEST

Attachment D

OUTLINE OF CURRICULUM GUIDE FOR WRITING
William M. Trotter School
1979

BASIC COMPETENCIES	Grades 1	2	3	4	5
I. Types of Writing.	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
A. Correct copying	X	X	X	X	X
B. Dictations.	X	X	X	X	X
C. Sentence-Expansions		X	X	X	X
D. Sentence-Combining.			X	X	X
E. Stories	X	X	X	X	X
F. Descriptions.		X	X	X	X
G. Directions.			X	X	X
H. Reports			X	X	X
I. Diaries					X
J. Journals.					X
K. Poetic Writing.	X	X	X	X	X
L. Social letters.		X	X	X	X
M. Business letters.				X	X
N. Summaries					X
O. Outlines.					X
II. Development of Sentences and Paragraphs	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
A. The Sentence.	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
1. Use of complete sentences . . .	X	X	X	X	X
2. Elimination of run-ons.			X	X	X
3. Elimination of fragments. . . .			X	X	X
B. The Paragraph	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
1. Using a topic sentence.				X	X
2. Using supporting sentences. . .				X	X
3. Using a concluding sentence . .				X	X

BASIC COMPETENCIES	Grades 1	2	3	4	5
III. Mechanics	XXX	XXXXX	XXXXXXXXXX	XXXXX	
A. Capitalization	XXXXXXXXXX	XXXXXXXXXX	XXXXX		
1. Capital letter at beginning of sentence	X	X	X	X	X
2. Capital letter at beginning of proper name (including days of week, months of year, place names)	X	X	X	X	X
3. Capital letter for I	X	X	X	X	X
4. Capital letter for important words in titles			X	X	X
5. Capital letters for parts of a letter		X	X	X	X
B. Punctuation	XXXXXXXXXX	XXXXXXXXXX	XXXXX		
1. End punctuation	X	X	X	X	X
2. Internal punctuation	XXXXXXXXXX	XXXXXXXXXX	XXXXX		
a. Comma	XXXXXXXXXX	XXXXXXXXXX	XXXXX		
(1) Dates - Addresses		X	X	X	X
(2) Elements in a series			X	X	X
(3) Direct address				X	X
(4) Parts of a letter				X	X
b. Quotation marks					X
c. Apostrophe	XXXXXXXXXX	XXXXXXXXXX	XXXXX		
(1) In contractions			X	X	X
(2) To show possession			X	X	X
d. Period for abbreviated titles				X	X
C. Indentation for paragraphing			X	X	X
D. Spelling appropriate to ability and topic	X	X	X	X	X
IV. Revision		X	X	X	X
V. Proofreading	X	X	X	X	X

BASIC COMPETENCIES	Grades 1	2	3	4	5
VI. Sentence Analysis.	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
A. Sentence parts	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
1. Subject.					X
2. Predicate.					X
*B. Types of sentence.	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
1. Declarative.					X
2. Interrogative.					X
3. Imperative					X
4. Exclamatory.					X
*C. Parts of speech.	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
1. Nouns.			X	X	X
2. Pronouns				X	X
3. Verbs.			X	X	X
4. Adjectives				X	X
5. Adverbs.				X	X

*Use of formal terminology is encouraged at primary grade levels but the teaching of formal terms is not recommended until suggested grade levels.

Attachment E

William M. Trotter School
November, 1979

CORRECTION SYMBOLS

Grades 1-3

C = capital letter needed
E = capital letter not needed
. = period needed
X = period not needed
? = question mark needed
X = question mark not needed
/ = words too close together
/(#) = number of places on line where words too close together
-and- = and not needed
P = punctuation needed
P = punctuation not needed
^ = word missing
v = too many words
WR = letter formation (writing) error

Grades 3-5

C = capital letter needed
E = capital letter not needed
P = punctuation needed
P = punctuation not needed
SP = spelling error
RO = run-on sentence
NS = not a sentence
-and- = and not needed
-so- = so not needed
-then- = then not needed
¶ = begin a new paragraph
U = unclear, can't read, or doesn't make sense
^ = word missing
v = too many words

Teachers in Grades 1-3 may wish to use symbols from Grades 3-5 if they feel some of their students are able to use them. Use whatever number of symbols your students are able to handle.